DOCUMENT RESUME

ED 417 572 EC 306 319

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TITLE	Integrating Communication Skills into Functional Routines & Activities.
INSTITUTION	University of Southern Mississippi, Hattiesburg. Dept. of Special Education.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE	1998-03-31
NOTE	25p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.
CONTRACT	H024B20011
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Children; *Communication Skills; *Early Intervention; Environmental Influences; Family Involvement; *Family Programs; *Family Relationship; Home Instruction; Home Programs; Infants; Inservice Education; Interpersonal Competence; Learning Modules; Multiple Disabilities; Parent Participation; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; *Severe Disabilities; Skill Development; Toddlers; Training Methods
IDENTIFIERS	Individuals with Disabilities Education Act Part H; Mississippi

ABSTRACT

This training module on integrating communication skills into functional routines and activities is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The objectives of the training are to teach practitioners to: (1) gain knowledge of the different forms and functions of communication; (2) gain skills in developing a communication "map" for an individual learner; (3) gain knowledge to analyze a learner's physical and social environment; (4) gain skills in selecting interactive activities across domains for initial integration of communication skills; (5) gain skills in developing a total task analysis with frequent opportunities for receptive and expressive communication skills; and (6) gain knowledge in determining individual learner needs to determine "interactor competencies". Included in the module are a pretest and posttest, activities to illustrate concepts, a communication map, a form to chart levels of family involvement, a form for ecological analysis, and a sample routine for undressing, bathing and dressing. Transparencies are provided. (CR)

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Integrating Communication Skills Into Functional Routines & Activities

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This module and accompanying videotapes were produced under grant H024B20011, The Early Education Program for Children with Multiple Disabilities. The grant was awarded from the Office of Special Education and Rehabilitation, United States Department of Education to the Department of Special Education, University of Southern Mississippi. The information and views presented herein do not necessarily reflect the position or policy of the Office of Special Education, or the University of Southern Mississippi and no official endorsement can be inferred. AA/EOE/ADAI

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INTEGRATING COMMUNICATION SKILLS INTO FUNCTIONAL ROUTINES & ACTIVITIES

Kathleen Stremel
University of Southern Mississippi

OBJECTIVES:

1. Trainee will gain knowledge of the different forms and functions of communication.
2. Trainee will gain skills in developing a communication "map" for an individual learner.
3. Trainee will gain knowledge to analyze the physical and social environment.
4. Trainee will gain skills in selecting interactive activities across domains for initial integration of communication skills.
5. Trainee will gain skills in developing a total task analysis with frequent opportunities for receptive and expressive communication skills.
6. Trainee will gain knowledge in determining individual learner needs to determine "interactor competencies."

TRAINING FORMAT:

1. Lecture with corresponding transparencies
2. Trainee handouts
3. Demonstrations
4. Video presentations
5. Trainee activity demonstrations
6. Pre-post tests

MEDIA NEEDS:

1. Overhead projector and screen
2. VCR (1/2 inch)
3. Table for demonstration

PRETEST and POSTTEST

SS#_____ Pre_____ Post_____

1. A student is currently communicating approximately 10 times a day by touching persons and objects to get attention and to request more. What 2 (two) expressive communication IEP objectives should be developed and programmed.
   (1)_____
   (2)_____

2. List 2 (two) object cues that could be used in an outdoor freeplay activity for a preschooler who is integrated into a Head Start program.
   (1)_____
   (2)_____

3. List 2 (two) object cues that could be used for a 16 year old, who is totally deaf-blind, for a school-work activity of loading the coke machine in the faculty lounge.
   (1)_____
   (2)_____

4. List the 3 (three) phases of a total task.
   (1)_____
   (2)_____
   (3)_____

5. List 5 (five) interactor competencies that would be most likely to lead to an increase in receptive and expressive skills.
   (1)_____
   (2)_____
   (3)_____
   (4)_____
   (5)_____

6. List 2 (two) skills that should be trained to peer buddies before they interact with a learner who is deaf-blind.
   (1)_____
   (2)_____

7. List two types of social interactions within a functional activity.
   (1)_____
   (2)_____

OBJECTIVE 1.0 To Determine the Types of Communication Forms & Functions

Transparency #1.1

Forms of Receptive and Expressive Communication

RECEPTIVE	EXPRESSIVE
Non-Symbolic . Environmental . Auditory-intonations . Eye contact-gaze . Facial gestures . Objects . Gestures . Pictures . Miniature objects	Non-Symbolic - Early . Body movement . Vocalizations (Adaptive) . Eye gaze . Touch person . Touch object . Manipulating person/object
Symbolic . Speech . Signs . Abstract symbols (Adaptive)	Non-Symbolic - Conventional . Extending objects . Touching in multiple array . Pointing . Gesture
	Adaptive . Associated or miniature objects . Pictures . Tactual
	Symbols . Speech . Manual signs . Tactual signs . Written . Abstract (Bliss)

Transparency #1.2

Functions of Receptive and Expressive Communication

RECEPTIVE		EXPRESSIVE
	1. Attention person 2. Attention object 3. Protest 4. Request continuation 5. Offer choice 6. Provide assistance 7. Offer assistance 8. Provide information 9. Request choice 10. Request assistance 11. Social 12. Repeat 13. Answer 14. Question 15. Reply 16. Comment - focus 17. Comment - feedback	

OBJECTIVE 2.0 To Develop a "Communication Map" for an Individual Student

2.1 Determine an individual learner's current forms of receptive communication.

2.2 Determine an individual learner's year objectives in the area of receptive communication.

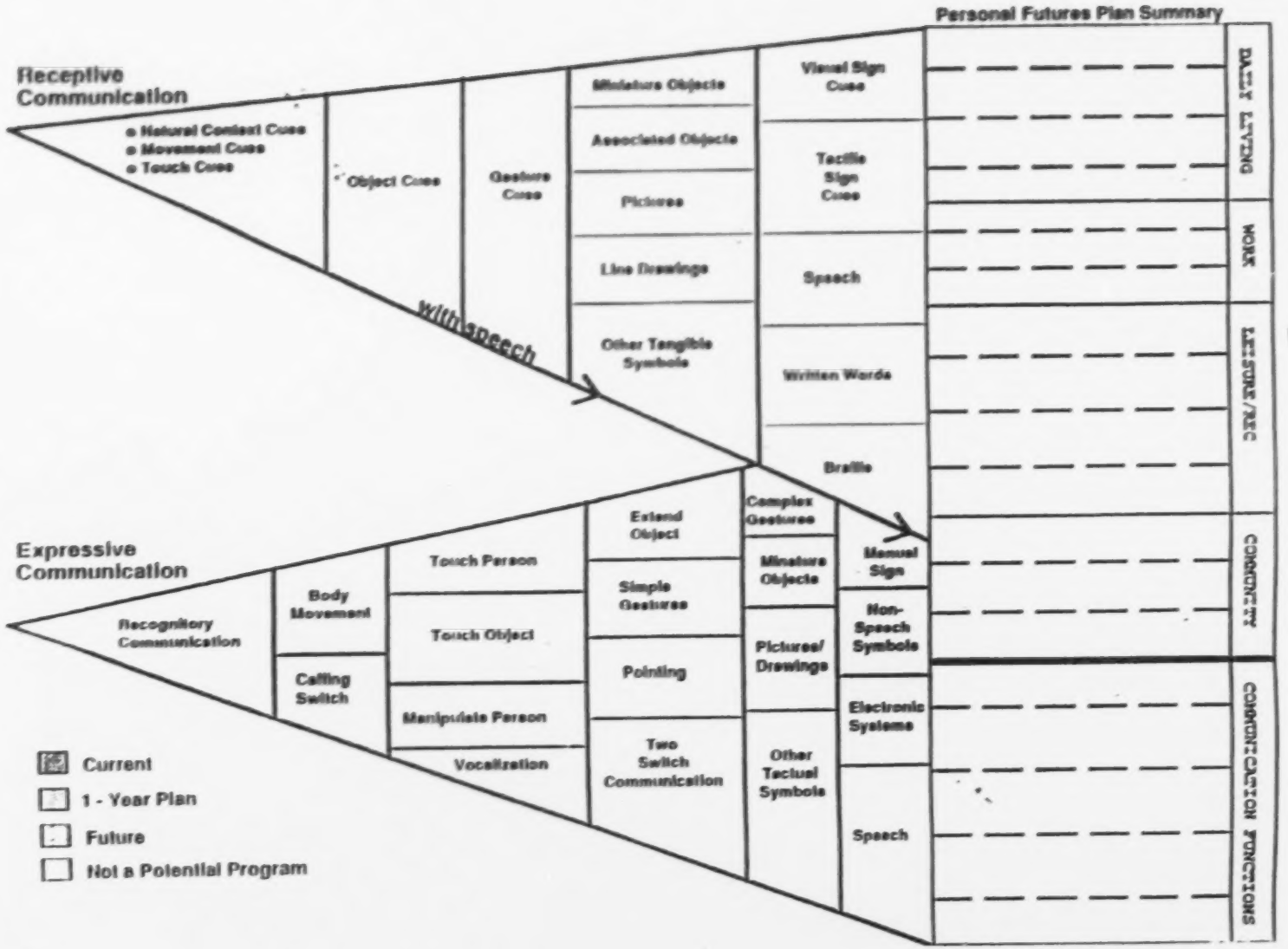
2.3 Determine an individual learner's potential future objectives in the area of receptive communication.

2.4 Determine an individual learner's current forms of expressive communication.

2.5 Determine an individual learner's year objectives in the area of expressive communication.

2.6 Determine an individual learner's potential future forms of expressive communication.

2.7 List the current communication functions.



Communication Map

Transparency #2.0

7

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OBJECTIVE 3: To Analyze the Learner's Physical and Social Environments

3.1 Determine types of physical environments in which the family wishes the learner to be involved.

Transparency #3.1

Types of Physical Environments

Types of Physical Environments	Yes	No
Home	___	___
Neighborhood	___	___
Grandparent's home	___	___
Extended family's home	___	___
Neighbor's home	___	___
Friend's home	___	___
Family friend's home	___	___
Classroom	___	___
School cafeteria	___	___
Hallways	___	___
Regular classrooms	___	___
School bathrooms	___	___
Study hall	___	___
Gym	___	___
Regular classrooms	___	___
School bathrooms	___	___
Study hall	___	___
Gym	___	___
Church	___	___
Family leisure activities (where)	___	___
Day care center	___	___
Respite	___	___
Grocery store	___	___
Retail stores	___	___
Mall	___	___
Work setting	___	___
Transportation	___	___
Other_____	___	___
_____	___	___
_____	___	___

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3.2 Determine features of specific environments in which functional activities or routines occur.

Transparency #3.2

Features of Functional Routines & Activities

_____ Are there age-appropriate materials and activities?

_____ Are the environments engaging?

_____ Are the environments and interactions within these environments predictable?

_____ Are the environments organized?
- . For receptive communication needs
- . For expressive communication needs
- . For orientation & mobility

_____ Which activities are motivational for the learner?

_____

_____

_____

3.3 Analyze the Social Environment

Transparency #3.3

Considerations of the Social Environment

1. The roles and relationships of other persons,
2. The type and purpose of the interactions, and
3. The quality of the social interactions.

Transparency #3.3.1

Defining Social Relationships

Consider the sequence below in basically defining a 12-year-old learner's relationships with persons in his environments.

Immediate family	Most time spent in different activities
Grandparents	
Yourself	
Other students in the class	
Other team members	
Typical peers in the school	
Neighborhood children	
Persons in the child's church	
Other teachers within the school	Least time spent in a few activities
The clerk at Walmart who knows the child's name	
The clerk at McDonald's who sees the child once a week	

3.3.2 Types of Social Interactions

Transparency #3.3.2

Types of Social Interactions

1. Task-oriented with repetitive interactions (throwing a ball back and forth),
2. Task-oriented with different skills and interactions (fixing a meal together),
3. Interpersonal with repetitive interactions (mother rocks the child and stops, child moves, mother repeats this sequence a number of times; or child vocalizes, dad imitates the child and waits, the child and dad repeat this pattern over and over, and
4. Interpersonal with multiple purposes (peer waves "Hi" and child responds; learner signs, "I go to shore/coast Saturday"; teacher questions, "Did you swim? Go on boat?"; learner replies and questions, "I fish. What you do?"; and the teacher answers).

3.3.3 General Purposes of the Interaction

Transparency #3.3.3

General Purposes of an Interaction

(1) to obtain assistance, information, or feedback;

(2) to provide (offer) assistance, information, or feedback;

(3) to request assistance, information, or feedback.

Certo and Kohl (1984)

3.4 Quality of Interactions

Transparency #3.4

Quality of Social Interactions

Quality of Social Interactions

We cannot use all of the same indicators to judge the quality of an interaction that you and I might have as we would judge an interaction between ourselves and the learner with dual sensory impairments. For example, if the learner is totally blind, we may not expect the learner to display visual regard or smiling. However, there still may be a clear orientation to us as we interact (such as, the learner leaning in closer to us or touching us).

LEVELS OF FAMILY INVOLVEMENT

	Dates:													
Primary caregiver is sometimes not at home for scheduled appointment														
Primary caregiver is not in the room in which intervention is being conducted														
Primary caregiver is in the room but not attending to direct intervention														
Primary caregiver asks questions and/or makes comments directly related to direct intervention														
Primary caregiver prefers to conduct only "toy play" activities														
Primary caregiver conducts only "physical therapy" activities														
Primary caregiver conducts at least one routine (beginning, middle and end)														
Primary caregiver is able to demonstrate at least 50% of the interactional competencies														
Primary caregiver is able to demonstrate at least 75% of the interactional competencies														
Primary caregiver is able to demonstrate at least 90% of the interactional competencies														
Primary caregiver is able to generalize 80% of the competencies to a new routine or activity														

*Chart will be reviewed monthly

OBJECTIVE 4.0 To Determine Interactive Activities Across Domains

4.1 Select skills across activities and activities across domains.

Transparency #4.1

Skills Across Domains and Activities

Domains	Activities	Skills
Daily Life	Eating	. finger feeding . use of spoon . scooping . use of napkin . getting . putting away
	Toileting	
	Dressing	
	Undressing	
	Toothbrusing	
Community		
Recreational/Leisure		
Vocational/Work		

4.2 Determine a process of activity selection

Transparency #4.2

Process of Activity Selection

1. Conduct an inventory with the family to assist them to make decisions for the selection of activities,

2. Conduct an inventory or assessing the types of employment and/or recreational activities are available in the learner's community,

3. Select an array of those activities (with family input) for training with specific procedures used to determine learner preferences and skills. For example, if an older learner has participated in five job training activities in a year, we may collect data on inappropriate behaviors, social interactions, and production rate to determine future job training or placement in the transition process.

Transparency #4.2.1

ECOLOGICAL ANALYSIS

STUDENT:_____ ACTIVITY:_____

ECOLOGICAL INVENTORY Steps from the Activity Plan Form	DISCREPANCY ANALYSIS What the student actually does	DECISION Use the choices listed below in writing each skill to be taught
BEFORE		
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
DURING		
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
AFTER		
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

CHOICES: 1) Teach - The same say any person would
2) Adaptations Needed - task, environment, materials
3) Support Needed - Natural (paid person, peer) staff (special education, regular education)

*** The skills listed in the decision column will be written on the skills analysis sheet for recording of data

OBJECTIVE 5.0: To Develop a Total Task

5.1 Maintaining and generalizing the learner's current communication system.

A. Analyzing the activity into three phases:
   1. Preparation
   2. Participation
   3. Termination/Closure

B. Teaching the functional skills within the activity-teaching role using appropriate receptive and expressive communication (mandatory)

C. Assessing generalization across other service providers

D. Increasing the frequency of opportunities to communicate.

Transparency #5.1

Phases of An Activity

Preparation.....the beginning

Participation....the middle

Termination.....the end!!!

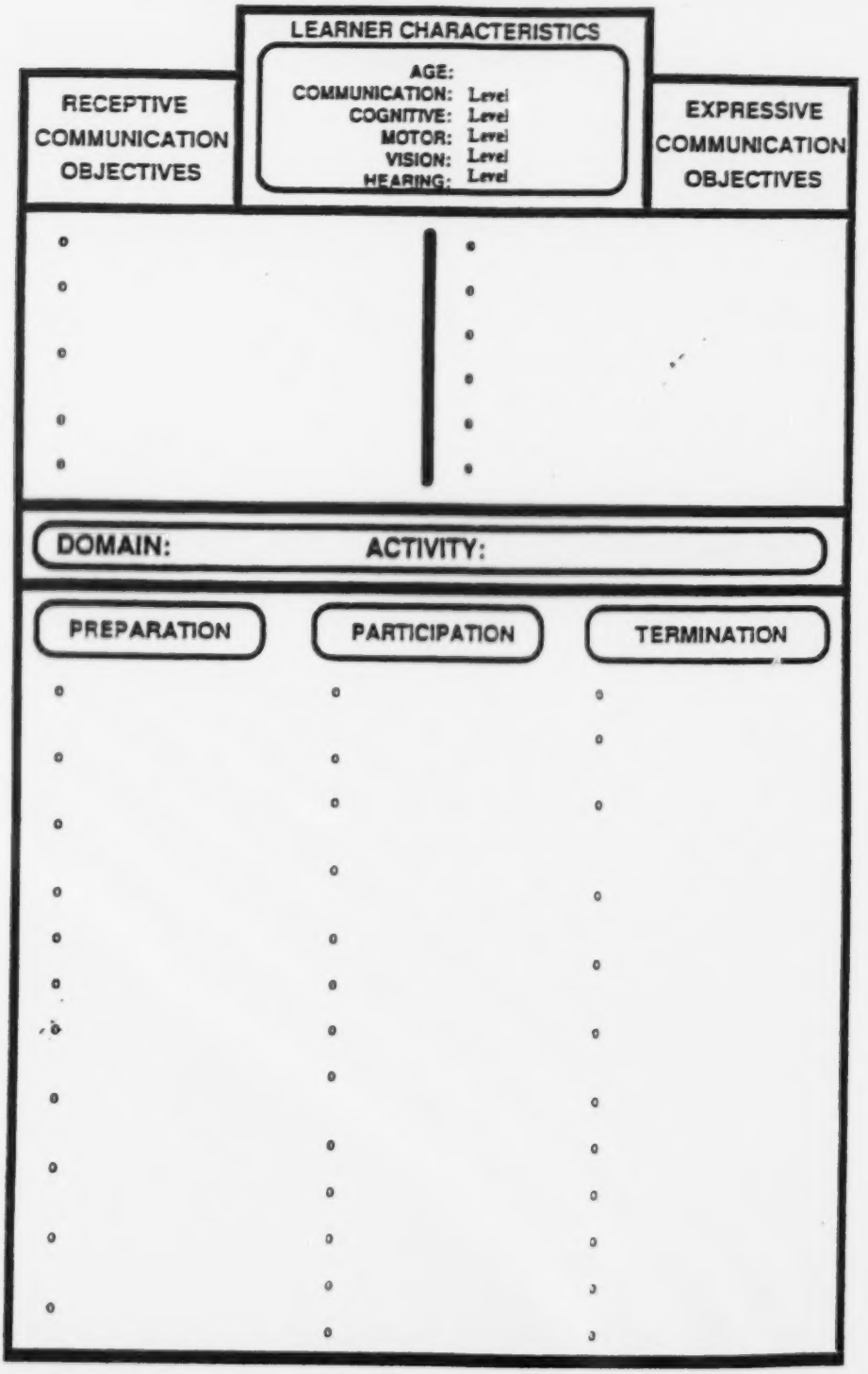
5.2 Enhancing & expanding the learner's communication forms, functions, content across different social partners and activities/settings.

A. Cooperating in the activity...changing roles from director to partner.
   1. Using old forms to teach new forms
   2. Using new expressive forms from old receptive forms
   3. Increasing the level of participation in the activity
   4. Increasing the frequency of topic related turn taking

B. Introducing others into the activity more directly...a three-way communication interaction...role of interpreter
   1. Using other peers with disabilities in cooperative task completion
   2. Using peers without typical disabilities in cooperative task completion
   3. Using coaching procedures to facilitate effective communication exchanges

C. Fading from the peer-learner interaction...role of facilitator
   1. Providing positive consequences without interference
   2. Expanding the content

LEARNER CHARACTERISTICS



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Transparency #5.2.1

LEARNER CHARACTERISTICS

LEARNER CHARACTERISTICS

AGE:	Elementary
COMMUNICATION:	Level II
COGNITIVE:	Level II
MOTOR:	Level II
VISION:	Level II
HEARING:	Level I

RECEPTIVE COMMUNICATION OBJECTIVES (CAREGIVER)

- To use touch cues to prepare the child for activity
- To use object cues to facilitate child's understanding
- To interpret communication signals
-
-
-

EXPRESSIVE COMMUNICATION OBJECTIVES (CHILD)

- To touch object to request continuation of an activity
-
-
-
-

DOMAIN: DAILY LIVING **ACTIVITY: WASHING HAIR**

PREPARATION

- Provide touch cue for "water".
- Place child's hand in water.
- Allow child to hold, touch or smell shampoo.
-
-
-
-
-
-
-
-

PARTICIPATION

- Help child feel dry hair.
- Help child feel wet hair.
- Help child feel hair with lather.
- Help child feel hair after rinsing.
-
-
-
-
-
-
-
-

TERMINATION

- Provide touch cue for "finished"
- Provide touch cue for "up" before picking child up.
- Use hair dryer to dry hair.
- When child's hair is almost dry, stop activity.
- Give cue for "want more". Wait for the child to touch the dryer.
- If child does not respond within 5 to 6 seconds, touch the dryer to child's hand.
-
-
-
-

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SOCIAL ROLES.....SOCIAL PARTNERS

	Role of Teacher	Role of Partner	Role of Interpreter	Role of Facilitator
	Teaching the task until learner can carry out the task without prompts	Changing the task to a cooperative task	Introducing peer to 3-way communication exchange	Fading out of the exchange for a peer-learner exchange
Activity #1 T_1 (Making a Sandwich)	• High use of receptive communication	• Different use of receptive communication	• Model higher forms/functions of receptive communication	• Provide non-intrusive feedback
	• Minimal use of learner's expressive system	• Expansion of activity • Functions change • Maximal use of expressive	• Differences in activity • Functions to peer • Maximal use of expressive	• Provide re-direction
	• High predictability of sequence	• Lower predictability of sequence	• Low predictability of sequence	• Little predictability of sequence
	(Peer with milder disability)			
Activity #2 T_2(SLP) (Fast food Restaurant)	(Peer without a disability)			

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Transparency #5.3

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OBJECTIVE 6.0 Demonstrate Interactional Competencies

Transparency #6.0

Interactional Competencies

0 = Never occurs
1 = Occurs occasionally
2 = Occurs frequently

Name:_____	Routine: Date: Frequency	Rating	Routine: Date: Frequency	Rating
Get the learner's attention (through touch, gestures, or verbal cues)				
Wait for a response of notice from the learner				
Identify yourself (through auditory, smell, visual, and/or tactile-object cues)				
Prepare the learner for the specific activity (individualized for each learner)				
Announce what is about to happen (specific to the learner)				
Provide correct positioning, handling, or orientation/mobility techniques				
Place the materials used within the activity in the best location according to the learner's visual and motor skills				
Communicate to the learner prior to acting on him or making any changes in the activity				
Be responsive to any behaviors that the learner may exhibit that may communicate his notice, dislikes, preferences, or choices				
Provide multiple opportunities for the learner to communicate				
Use special adaptations if necessary to facilitate active participation in the activity				
Allow the learner to partially participate in the activity...this does not mean that the learner is just exposed to the activity				
Provide consistent prompts and cues				
Wait for responses from the learner				
Provide appropriate feedback				
Encourage the interactions of the learner and others (such as siblings, peers, other staff)				
Announce the termination of the activity (in fact, the learner can assist in the termination activities)				
	% Score Reliability	_____ _____	% Score Reliability	_____ _____
Individualized Objectives				

Sample Routine

SAMPLE OF UNDRESSING, BATHING, AND DRESSING ROUTINE

Child: Severe motor delay
Severe vision impairment, possibly only light perception
Seizures and medical problems
18 months of age

PREPARATION

- • Decrease the child's tone by flexing arms and legs in an interactive game with auditory input
- o Announce that bathtime is about to take place by giving the child the washcloth - Child grasps washcloth for 5 seconds
- o Announce that the child will get undressed and provide a touch cue
- • Child assists in holding up arms while pajama arms are removed
- o Mother plays "peek-a-boo" and child assists in removing pajama top
- • Child is positioned to work on sitting erect, propping, and for active head control
- • Mother assists child to cross midline in rubbing body parts
- • Child assists in removing socks and grasps socks for 3-5 seconds
- o Mother assists child to "give socks" (not current objective)
- o Mother provides touch and object cue for bathtime and child grasps and maintains grasp while in transition
- • Mother carries the child in the correct position

PARTICIPATION

- • Mother positions child in sink with legs crossed and hips back
- • Mother positions herself so that the child works on active head support
- o Mother lets the child feel each object that is used
- o Mother assists child to participate in some washing - Child continues movement
- • Mother extends the child's arms up for physical movements (slow and hold)
- • Mother tickles the child's chest if head goes back
- o Mother announces that it is time to wash hair
- • Mother picks child up correctly and places child with hips down to get as little head extension as possible
- o Mother provides opportunities for the child to touch her or vocalize for "more head washing"
- o Mother announces "all done" and provides cue for up - Child lifts hands (Later, toy play can be incorporated in the routine when the child is demonstrating more active motor control)

TERMINATION

- • Mother dries child's hair - Child holds head erect and maintains upright body position - Child props on one arm
- o Mother provides opportunity for child to request "more" - Child touches or vocalizes for more
- o Mother names the clothing item being put on and lets child grasp object for 3-5 seconds
- o Mother cues "give me" - later - Child releases
- • Mother uses motor exercises to extend arms up
- • Child participates in final movements of putting clothes on
- o Mother positions child in sit-to-kneel, sit-to-stand, and kneel-to-sit positions during dressing
- • Mother assists child to reach across midline for motor activities
- o Mother announces termination of the activity

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PRETEST and POSTTEST

SS#_____ Pre_____ Post_____

1. A student is currently communicating approximately 10 times a day by touching persons and objects to get attention and to request more. What 2 (two) expressive communication IEP objectives should be developed and programmed.
   (1)_____
   (2)_____

2. List 2 (two) object cues that could be used in an outdoor freeplay activity for a preschooler who is integrated into a Head Start program.
   (1)_____
   (2)_____

3. List 2 (two) object cues that could be used for a 16 year old, who is totally deaf-blind, for a school-work activity of loading the coke machine in the faculty lounge.
   (1)_____
   (2)_____

4. List the 3 (three) phases of a total task.
   (1)_____
   (2)_____
   (3)_____

5. List 5 (five) interactor competencies that would be most likely to lead to an increase in receptive and expressive skills.
   (1)_____
   (2)_____
   (3)_____
   (4)_____
   (5)_____

6. List 2 (two) skills that should be trained to peer buddies before they interact with a learner who is deaf-blind.
   (1)_____
   (2)_____

7. List two types of social interactions within a functional activity.
   (1)_____
   (2)_____

WORKSHOP EVALUATION SCALE[1]

Workshop Name: _____ Date: _____

Presenter: _____

INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clearly Evident 7	6	5	4	3	2	Vague 1
3.	The work of the presenter(s) was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The ideas and activities of the workshop were:	Very Interesting 7	6	5	4	3	2	Dull 1
5.	The scope (coverage) was:	Very Adequate 7	6	5	4	3	2	Inadequate 1
6.	My attendance at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	No Benefit 1
7.	Overall, I consider this workshop:	Excellent 7	6	5	4	3	2	Poor 1
8.	Do you feel a need for additional information about this topic?	1. Yes			2. No			

The stronger features of the workshop were: _____

_____

_____

The weaker features were: _____

_____

_____

General Comments: _____

_____

_____

[1] McCallon, E. (unknown). Workshop evaluation scale. Austin, Texas: Learning Concepts.

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